



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 12581765  
SAU: MSAD 64  
School: Central Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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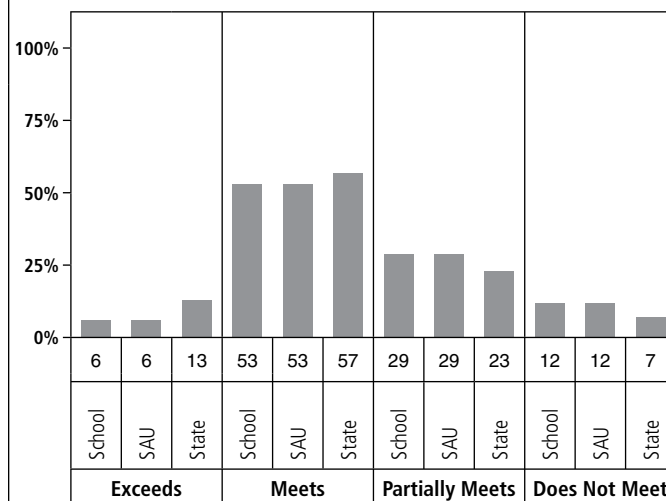
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 6  
SAU: MSAD 64  
School: Central Middle School

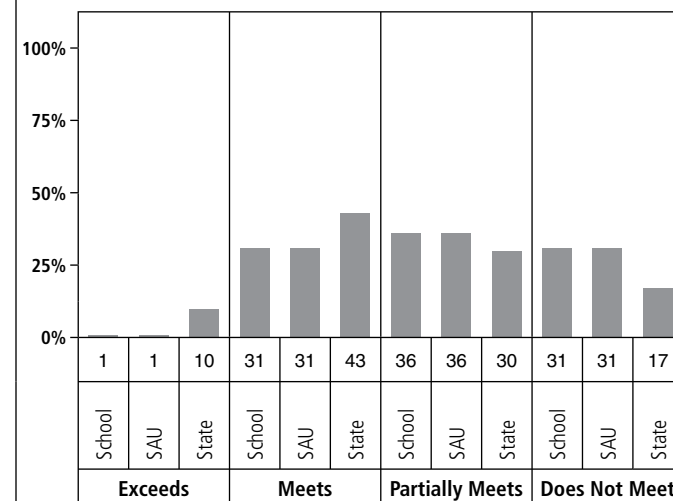
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	639	639	644
2006–2007	641	641	646
<b>2007–2008</b>	<b>643</b>	<b>643</b>	<b>648</b>
Cum. Avg. *	641	641	646
<b>Mathematics</b>			
2005–2006	631	632	641
2006–2007	635	635	643
<b>2007–2008</b>	<b>634</b>	<b>634</b>	<b>642</b>
Cum. Avg. *	633	634	642

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 6  
SAU: MSAD 64  
School: Central Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	86	100	87	100	14365	100	86	100	87	100	14266	99	86	100	87	100	14268	99						
<b>Ethnicity</b> African American/Black	0	0	0	0	418	3	0	0	0	0	407	97	0	0	0	0	413	99						
American Indian or Native Alaskan	1	1	1	1	111	1	1	100	1	100	110	99	1	100	1	100	110	99						
Asian or Pacific Islander	0	0	0	0	249	2	0	0	0	0	249	100	0	0	0	0	248	100						
Hispanic	2	2	2	2	149	1	2	100	2	100	147	99	2	100	2	100	147	99						
Caucasian/White	83	97	84	97	13438	94	83	100	84	100	13353	100	83	100	84	100	13350	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	7	8	8	9	2518	18	7	100	8	100	2479	99	7	100	8	100	2479	99						
<b>Current LEP</b>	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99						
<b>Economically disadvantaged</b>	41	48	41	47	5335	37	41	100	41	100	5277	99	41	100	41	100	5279	99						
<b>Migrant</b>	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	74	86	74	85	11613	81	74	86	74	85	11626	81						
Identified disability (PET/IEP)	0	0	0	0	373	3	0	0	0	0	373	3						
LEP	0	0	0	0	187	2	0	0	0	0	187	2						
504 plan	1	1	1	1	149	1	1	1	1	1	150	1						
<b>Participation with accommodations</b>	12	14	12	14	2451	17	12	14	12	14	2446	17						
Identified disability (PET/IEP)	7	58	7	58	1909	78	7	58	7	58	1910	78						
LEP	0	0	0	0	142	6	0	0	0	0	152	6						
504 plan	4	33	4	33	85	3	4	33	4	33	84	3						
Other	1	8	1	8	350	14	1	8	1	8	335	14						
<b>Participation through alternate assessment (PAAP)</b>	0	0	1	1	197	1	0	0	1	1	196	1						
Identified disability (PET/IEP)	0	0	1	100	197	100	0	0	1	100	196	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	24	0	0	0	0	0	24	0						
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	73	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 6  
SAU: MSAD 64  
School: Central Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	2	2	2	2	1176	8
	2006-2007	3	4	3	4	1132	8
	<b>2007-2008</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>1817</b>	<b>13</b>
	Cum. Total*	10	4	10	4	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	38	39	40	40	7612	51
	2006-2007	40	47	40	47	8127	57
	<b>2007-2008</b>	<b>46</b>	<b>53</b>	<b>46</b>	<b>53</b>	<b>8072</b>	<b>57</b>
	Cum. Total*	124	46	126	46	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	37	38	37	37	4080	27
	2006-2007	23	27	23	27	3549	25
	<b>2007-2008</b>	<b>25</b>	<b>29</b>	<b>25</b>	<b>29</b>	<b>3194</b>	<b>23</b>
	Cum. Total*	85	32	85	31	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	21	21	21	21	2005	13
	2006-2007	19	22	19	22	1478	10
	<b>2007-2008</b>	<b>10</b>	<b>12</b>	<b>10</b>	<b>12</b>	<b>981</b>	<b>7</b>
	Cum. Total*	50	19	50	18	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	29.5	52.7	29.5	52.7	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	14.7	52.5	14.7	52.5	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	14.8	52.9	14.8	52.9	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: MSAD 64  
 School: Central Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	86	5	6	46	53	25	29	10	12	643	86	6	53	29	12	643	14064	13	57	23	7	648
<b>Ethnicity</b>																						
African American/Black	0										0						399	7	47	28	17	642
American Indian or Native Alaskan	1										1						108	4	54	32	10	643
Asian or Pacific Islander	0										0						247	16	60	20	4	650
Hispanic	2										2						145	8	45	34	14	643
Caucasian/White	83	5	6	46	55	22	27	10	12	644	83	6	55	27	12	644	13165	13	58	22	7	648
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	1	14	4	57	2	29	633	7	0	14	57	29	633	2282	2	29	42	27	636
No	79	5	6	45	57	21	27	8	10	644	79	6	57	27	10	644	11782	15	63	19	3	650
<b>Current LEP</b>																						
Yes	0										0						329	4	44	30	22	640
No	86	5	6	46	53	25	29	10	12	643	86	6	53	29	12	643	13735	13	58	23	7	648
<b>Economically disadvantaged</b>																						
Yes	41	0	0	20	49	13	32	8	20	641	41	0	49	32	20	641	5153	6	51	31	12	643
No	45	5	11	26	58	12	27	2	4	646	45	11	58	27	4	646	8911	17	61	18	4	650
<b>Migrant</b>																						
Yes	0										0						7	14	57	14	14	648
No	86	5	6	46	53	25	29	10	12	643	86	6	53	29	12	643	14057	13	57	23	7	648
<b>Gender</b>																						
Female	36	4	11	22	61	9	25	1	3	647	36	11	61	25	3	647	6967	16	59	20	5	650
Male	50	1	2	24	48	16	32	9	18	641	50	2	48	32	18	641	7097	9	56	26	9	646
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	1										1						1186	6	41	42	11	642
No	85	5	6	46	54	25	29	9	11	644	85	6	54	29	11	644	12878	14	59	21	7	648
<b>Gifted/talented program</b>																						
Yes	0										0						557	50	48	2	0	661
No	86	5	6	46	53	25	29	10	12	643	86	6	53	29	12	643	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 6

SAU: MSAD 64

School: Central Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	5 60 33 2	0 4 1 0	0 8 4 0	3 26 17 0	75 50 61 0	1 16 7 1	25 31 25 50	0 12 3 1	0 6 11 50	643 644 644 626	5 60 33 2	0 8 4 0	75 50 61 0	25 31 25 50	0 12 11 50	643 644 644 626	6 56 34 3	7 13 15 9	43 58 60 46	30 23 20 29	20 6 5 16	641 648 649 643
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	56 34 9 1	2 3 0 0	4 10 0 0	29 15 2 0	60 52 25 0	11 9 4 1	23 31 50 100	6 2 2 0	13 7 25 0	644 645 635 630	56 34 9 1	4 10 0 0	60 52 25 0	23 31 50 100	13 7 25 0	644 645 635 630	40 48 9 3	17 12 7 3	60 59 45 31	19 23 34 37	5 6 15 29	650 648 643 637
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	20 67 9 3	2 3 0 0	12 5 0 0	11 32 3 0	65 55 38 0	4 17 2 2	24 29 25 67	0 6 3 1	0 10 38 33	649 644 637 629	20 67 9 3	12 5 0 0	65 55 38 0	24 29 25 67	0 10 38 33	649 644 637 629	28 54 16 2	26 9 3 1	58 61 48 37	11 24 37 39	4 6 13 23	653 647 642 637
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	16 62 22	1 2 2	7 4 11	3 32 11	21 60 58	5 15 5	36 28 26	5 4 1	36 8 5	635 645 647	16 62 22	7 4 11	21 60 58	36 28 26	36 8 5	635 645 647	15 66 18	10 13 15	48 59 58	27 22 20	15 5 7	644 649 649
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	13 38 49	0 2 3	0 6 7	1 19 26	9 58 62	5 10 10	45 30 24	5 2 3	45 6 7	630 644 646	13 38 49	0 6 7	9 58 62	45 30 24	45 6 7	630 644 646	9 54 36	2 9 21	37 59 60	37 26 15	23 6 4	638 647 652
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	49 48 3	1 4 0	2 10 0	19 25 2	45 61 67	16 9 0	38 22 0	6 3 1	14 7 33	641 646 641	49 48 3	2 10 0	45 61 67	38 22 0	14 7 33	641 646 641	46 50 3	13 14 5	56 60 46	24 21 30	7 6 20	648 649 641
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	13 66 10 10	0 4 1 0	0 7 11 0	7 33 3 3	64 58 33 33	2 15 3 5	18 26 33 56	2 5 2 1	18 9 22 11	642 644 642 640	13 66 10 10	0 7 11 0	64 58 33 33	18 26 33 56	18 9 22 11	642 644 642 640	19 51 12 18	19 15 9 4	58 60 56 50	17 20 26 34	6 5 9 13	651 649 646 643
<b>Optional school/SAU question</b> A. B. C. D.	0 0 0 0										0 0 0 0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 6  
SAU: MSAD 64  
School: Central Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	2	2	2	2	1463	10
	2006-2007	6	7	6	7	2092	15
	<b>2007-2008</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1474</b>	<b>10</b>
	Cum. Total*	9	3	9	3	5029	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	28	29	30	30	5914	40
	2006-2007	25	30	25	30	5731	40
	<b>2007-2008</b>	<b>27</b>	<b>31</b>	<b>27</b>	<b>31</b>	<b>6008</b>	<b>43</b>
	Cum. Total*	80	30	82	30	17653	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	27	28	27	27	4494	30
	2006-2007	31	37	31	37	4175	29
	<b>2007-2008</b>	<b>31</b>	<b>36</b>	<b>31</b>	<b>36</b>	<b>4244</b>	<b>30</b>
	Cum. Total*	89	33	89	33	12913	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	41	42	41	41	3014	20
	2006-2007	22	26	22	26	2308	16
	<b>2007-2008</b>	<b>27</b>	<b>31</b>	<b>27</b>	<b>31</b>	<b>2346</b>	<b>17</b>
	Cum. Total*	90	34	90	33	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	7.8	41.1	7.8	41.1	9.6	50.5
Cluster 2: Shape and Size	15	27	6.5	43.3	6.5	43.3	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	3.5	50.0	3.5	50.0	4.2	60.0
Cluster 4: Patterns	15	27	6.0	40.0	6.0	40.0	7.5	50.0

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: MSAD 64  
 School: Central Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	86	1	1	27	31	31	36	27	31	634	86	1	31	36	31	634	14072	10	43	30	17	642
<b>Ethnicity</b>																						
African American/Black	0										0						409	4	26	35	35	632
American Indian or Native Alaskan	1										1						108	6	26	39	29	635
Asian or Pacific Islander	0										0						247	13	50	25	13	646
Hispanic	2										2						145	9	32	34	25	638
Caucasian/White	83	1	1	26	31	30	36	26	31	634	83	1	31	36	31	634	13163	11	43	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	0	0	1	14	6	86	616	7	0	0	14	86	616	2283	2	18	31	49	627
No	79	1	1	27	34	30	38	21	27	636	79	1	34	38	27	636	11789	12	48	30	10	645
<b>Current LEP</b>																						
Yes	0										0						339	5	22	32	41	631
No	86	1	1	27	31	31	36	27	31	634	86	1	31	36	31	634	13733	11	43	30	16	643
<b>Economically disadvantaged</b>																						
Yes	41	0	0	10	24	15	37	16	39	631	41	0	24	37	39	631	5160	4	34	36	26	636
No	45	1	2	17	38	16	36	11	24	637	45	2	38	36	24	637	8912	14	48	27	11	646
<b>Migrant</b>																						
Yes	0										0						7	0	57	43	0	641
No	86	1	1	27	31	31	36	27	31	634	86	1	31	36	31	634	14065	10	43	30	17	642
<b>Gender</b>																						
Female	36	1	3	15	42	12	33	8	22	639	36	3	42	33	22	639	6974	10	43	31	16	642
Male	50	0	0	12	24	19	38	19	38	630	50	0	24	38	38	630	7098	11	42	30	17	642
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	1										1						1192	4	23	43	30	634
No	85	1	1	27	32	31	36	26	31	634	85	1	32	36	31	634	12880	11	44	29	15	643
<b>Gifted/talented program</b>																						
Yes	0										0						557	53	42	4	0	663
No	86	1	1	27	31	31	36	27	31	634	86	1	31	36	31	634	13515	9	43	31	17	641

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 6

SAU: MSAD 64

School: Central Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	0	0	2	50	2	50	627	5	0	0	50	50	627	6	6	33	31	31	635
B. less than one hour	60	1	2	20	38	12	23	19	37	634	60	2	38	23	37	634	56	11	43	30	16	643
C. one to two hours	33	0	0	7	25	17	61	4	14	636	33	0	25	61	14	636	34	11	45	30	14	644
D. more than two hours	2	0	0	0	0	0	0	2	100	618	2	0	0	0	100	618	3	6	33	32	28	636
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	42	0	0	10	28	17	47	9	25	634	42	0	28	47	25	634	45	14	47	28	11	646
B. They match some of what I have learned.	49	0	0	15	36	13	31	14	33	635	49	0	36	31	33	635	43	8	43	33	17	641
C. They match just a little of what I have learned.	5	1	25	2	50	0	0	1	25	648	5	25	50	0	25	648	9	6	30	33	32	635
D. There is no match.	5	0	0	0	0	1	25	3	75	618	5	0	0	25	75	618	3	5	15	25	54	626
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	28	1	4	11	46	8	33	4	17	641	28	4	46	33	17	641	29	24	51	17	8	651
B. good	52	0	0	13	29	18	40	14	31	633	52	0	29	40	31	633	48	6	45	33	16	641
C. fair	17	0	0	3	20	4	27	8	53	626	17	0	20	27	53	626	19	1	29	42	28	634
D. poor	2	0	0	0	0	1	50	1	50	628	2	0	0	50	50	628	3	0	15	41	44	627
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	27	1	4	5	22	8	35	9	39	632	27	4	22	35	39	632	24	5	38	33	24	638
B. about the same as my regular schoolwork	58	0	0	18	37	16	33	15	31	635	58	0	37	33	31	635	62	9	45	31	14	643
C. easier than my regular schoolwork	14	0	0	3	25	6	50	3	25	631	14	0	25	50	25	631	14	26	43	20	12	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	54	1	2	13	29	14	31	17	38	632	54	2	29	31	38	632	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	43	0	0	11	31	15	42	10	28	635	43	0	31	42	28	635	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	2	67	1	33	0	0	641	4	0	67	33	0	641	3	9	33	27	32	637
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	14	0	0	3	25	5	42	4	33	629	14	0	25	42	33	629	17	8	39	30	22	639
B. two or three days a week	10	0	0	4	44	4	44	1	11	637	10	0	44	44	11	637	34	11	44	31	14	643
C. two or three times each month	31	1	4	7	26	10	37	9	33	634	31	4	26	37	33	634	31	12	44	29	15	644
D. never or almost never	44	0	0	13	34	12	32	13	34	635	44	0	34	32	34	635	18	10	42	31	18	642
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	3	0	0	0	0	1	33	2	67	613	3	0	0	33	67	613	11	11	37	29	23	641
B. two or three days a week	15	0	0	4	31	6	46	3	23	636	15	0	31	46	23	636	32	11	44	30	15	643
C. two or three times each month	30	1	4	11	42	8	31	6	23	638	30	4	42	31	23	638	32	11	45	30	15	643
D. never or almost never	51	0	0	12	27	16	36	16	36	632	51	0	27	36	36	632	26	9	40	32	19	641
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	11	0	0	4	44	1	11	4	44	631	11	0	44	11	44	631	7	6	29	33	32	635
B. 30–45 minutes	69	1	2	20	34	20	34	17	29	635	69	2	34	34	29	635	37	8	39	34	20	640
C. 45–60 minutes	18	0	0	3	20	7	47	5	33	633	18	0	20	47	33	633	42	13	47	28	12	645
D. more than 60 minutes	2	0	0	0	0	1	50	1	50	622	2	0	0	50	50	622	15	12	46	27	15	644
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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